

AMENDED IN ASSEMBLY AUGUST 25, 2000

AMENDED IN ASSEMBLY JULY 6, 2000

AMENDED IN SENATE JANUARY 26, 2000

AMENDED IN SENATE APRIL 28, 1999

AMENDED IN SENATE APRIL 5, 1999

## SENATE BILL

**No. 573**

**Introduced by Senator Alarcon**

February 23, 1999

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An act to *amend Sections 406, 99220, 99221, 99222, 99224, 99225, and 99225.5 of, and to add and repeal Article 5.7 (commencing with Section 44309) of Chapter 2 of Part 25 of the Education Code, relating to teachers, and making an appropriation therefor.*

### LEGISLATIVE COUNSEL'S DIGEST

SB 573, as amended, Alarcon. Teachers: ~~hard to staff schools.~~

#### **Existing**

(1) *Existing law requests the Regents of the University of California to jointly develop with the Trustees of the California State University and the independent colleges and universities, the California Reading Professional Development Institutes. Existing law requires the institutes to be offered at sites widely distributed throughout the state in order to provide maximum access.*

*This bill would provide that the sites for the institutes shall include programs offered through instructor-led, interactive online courses, in accordance with existing state law. The bill would require each institute to accommodate at least 5% of the participants through existing state approved, online instructor-led courses, programs, or both.*

(2) Existing law authorizes the Commission on Teacher Credentialing to issue or renew emergency teaching or specialist permits if the applicant possesses a baccalaureate degree, fulfills certain subject matter requirements, and passes the state basic skills proficiency test and the commission approves the justification for the emergency permit submitted by the school district in which the applicant is to be employed. Existing law requires the holder of an emergency permit to participate in ongoing training, coursework, or seminars designed to prepare the individual to become a fully credentialed teacher or other educator in the subject area in which he or she is assigned to teach or serve.

Existing law, the California Pre-Internship Teaching Program, authorizes the Commission on Teacher Credentialing, as resources are available to school districts, to issue a pre-intern teaching certificate instead of an emergency multiple subjects permit to an individual who meets the minimum requirements set by the commission and, when resources remain after funding pre-interns pursuing a multiple subject emergency credential, to issue a pre-intern teaching certificate instead of an emergency single subject permit to an individual who is employed by a school district approved by the commission and meets the minimum requirements set by the commission.

~~Existing~~

(3) Existing law establishes the California Beginning Teacher Support and Assessment System for, among other purposes, providing an effective transition into the teaching career for first-year and second-year teachers, improving the educational performance of pupils through improved training, information, and assistance for new teachers, ensuring the professional success and retention of new teachers, and ensuring that an individual induction plan is in place for each participating beginning teacher and is based on



an ongoing assessment of the development of the beginning teacher.

This bill would ~~impose a state-mandated local program by requiring~~ authorize the Los Angeles County Office of Education to design and implement a one-year telecommunications-based pilot project for the purpose of offering an intensive professional growth program for teachers in hard to staff schools. The pilot project would demonstrate the efficacy of using an interactive, online, telecommunications-based learning model that supports the Beginning Teacher Support and Assessment Program and the California Pre-Internship Teaching Program.

The bill would provide that first-year and second-year elementary school teachers who are employed in hard to staff schools and eligible to participate in the Beginning Teacher Support and Assessment Program or the California Pre-Internship Teaching Program are eligible to apply to participate in the pilot project. Participants would receive academic credit. The bill would ~~require~~ authorize the Los Angeles County Office of Education, in partnership with the California State University system, to develop the content of the professional development offered by the pilot project. The bill would ~~require~~ authorize the Los Angeles County Office of Education to contract for an independent extensive evaluation of the pilot project and to submit a report of the evaluation to the Legislature before continuing or expanding the program.

~~The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.~~

~~This bill would provide that no reimbursement is required by this act for a specified reason.~~

*The bill would appropriate \$1,000,000 to the Los Angeles County Office of Education for the purposes of implementing the one-year telecommunications-based pilot project.*

Vote: majority. Appropriation: ~~no~~ yes. Fiscal committee: yes. State-mandated local program: ~~yes~~ no.

*The people of the State of California do enact as follows:*

1 SECTION 1. (a) The Legislature finds and declares  
2 all of the following:

3 (1) There is a shortage of experienced qualified  
4 teachers in schools that have been deemed hard to staff  
5 schools.

6 (2) Large numbers of the teachers at these schools  
7 currently have temporary or emergency credentials.

8 (3) The pupils in these schools will benefit most from  
9 qualified veteran credentialed teachers who bring the  
10 wisdom of years of practical experience.

11 (b) Therefore, it is the intent of the Legislature in  
12 enacting the act adding this section to accomplish all of  
13 the following:

14 (1) Enhance the ability of candidates for teaching  
15 credentials to successfully complete their credentialing  
16 program.

17 (2) Train teachers for more effective service in hard to  
18 staff schools.

19 (3) Retain teachers employed in hard to staff schools.

20 (4) Place special emphasis on teaching English  
21 learners.

22 (5) Utilize new technologies and distance learning  
23 techniques to demonstrate program and cost-efficiencies  
24 in teacher training.

25 SEC. 2. *Section 406 of the Education Code is amended*  
26 *to read:*

27 406. (a) The Regents of the University of California  
28 are requested to authorize the President of the University  
29 of California or his or her designee to jointly develop  
30 English Language Development Professional Institutes  
31 with the Chancellor of the California State University, the  
32 Chancellor of the California Community Colleges, the  
33 independent colleges and universities, and the  
34 Superintendent of Public Instruction, or their designees.  
35 In order to provide maximum access, the institutes shall  
36 be offered at sites widely distributed throughout the  
37 state, *which shall include programs offered through*  
38 *instructor-led, interactive online courses, in accordance*

1 *with existing state law. In order to maximize access to*  
2 *teachers and administrators who may be precluded from*  
3 *participating in an onsite institute due to geographical,*  
4 *physical, or time constraints, each institute shall be*  
5 *required to accommodate at least 5 percent of the*  
6 *participants through existing state approved online*  
7 *instructor-led courses, programs, or both. The California*  
8 *subject matter projects, an intersegmental,*  
9 *discipline-based professional development network*  
10 *administered by the University of California, is requested*  
11 *to be the organizing entity for the institutes and follow-up*  
12 *programs.*

13 (b) (1) Commencing in the 1999–2000 academic year,  
14 the institutes shall provide instruction for school teams  
15 from each school participating in the program established  
16 pursuant to this chapter. Commencing in the 2000–01  
17 academic year, the institutes may provide instruction for  
18 school teams serving English language learners in  
19 kindergarten and grades 1 to 12, inclusive. A school team  
20 shall include teachers who do not hold cross-cultural or  
21 bilingual cross-cultural certificates or their equivalents,  
22 teachers who hold those certificates or their equivalents,  
23 and a schoolsite administrator. The majority of the team  
24 shall be teachers who do not hold those cross-cultural  
25 certificates or their equivalents. If the participating  
26 school team employs instructional assistants who provide  
27 instructional services to English language learners, the  
28 team may include these instructional assistants.

29 (2) Commencing in July 2000, the English Language  
30 Development Institutes shall provide instruction to an  
31 additional 10,000 participants. These participants shall be  
32 in addition to the 5,000 participants authorized as of  
33 January 1, 2000. Commencing July 2001, and each fiscal  
34 year thereafter, the number of participants receiving  
35 instruction through the English Language Development  
36 Institutes shall be specified in the annual Budget Act.

37 (3) Criteria and priority for selection of participating  
38 school teams shall include, but not necessarily be limited  
39 to, all of the following:

1 (A) Schools whose pupils' reading scores are at or  
2 below the 40th percentile on the English language arts  
3 portion of the achievement test authorized by Section  
4 60640.

5 (B) Schools in which a high percentage of pupils score  
6 below grade level on the English language development  
7 assessment authorized by Section 60810, when it is  
8 developed.

9 (C) Schools with a high number of new,  
10 underprepared, and noncredentialed teachers.  
11 Underprepared teachers shall be defined as teachers who  
12 do not possess a cross-cultural or bilingual cross-cultural  
13 certificate, or their equivalents.

14 (D) Schools in which the enrollment of English  
15 language learners exceeds 25 percent of the total school  
16 enrollment.

17 (E) Schools with a full complement of team members  
18 as described in paragraph (1).

19 (3) In any fiscal year, if funding is inadequate to  
20 accommodate the participation of all eligible school  
21 teams, first priority shall be given to schools meeting the  
22 criteria set forth in subparagraph (C) of paragraph (2).

23 (c) Each team member who satisfactorily completes  
24 an institute authorized by this section shall receive a  
25 stipend, commensurate with the duration of the institute,  
26 of not less than one thousand dollars (\$1,000) nor more  
27 than two thousand dollars (\$2,000), as determined by the  
28 University of California.

29 (d) Instruction provided by the institutes shall be  
30 consistent with state-adopted academic content  
31 standards and with the English language development  
32 standards adopted pursuant to Section 60811.

33 (e) (1) Instruction at the institutes shall consist of an  
34 intensive, sustained training period of no less than 40  
35 hours nor more than 80 hours during the summer or  
36 during an intersession break *or an equivalent*  
37 *instructor-led, online course* and shall be supplemented  
38 during the following school year with no fewer than 80  
39 hours nor more than 120 hours of instruction and  
40 schoolsite meetings, held on at least a monthly basis, to

1 focus on the academic progress of English language  
2 learners at that school.

3 (2) Instruction at the institutes shall be of sufficient  
4 scope, depth, and duration to fully equip instructional  
5 personnel to offer a comprehensive and rigorous  
6 instructional program for English language learners and  
7 to assess pupil progress so these pupils can meet the  
8 academic content and performance standards adopted  
9 by the State Board of Education. The instruction shall be  
10 designed to increase the capacity of teachers and other  
11 school personnel to provide and assess standards-based  
12 instruction for English language learners.

13 (3) The instruction shall be multidisciplinary and  
14 focus on instruction in disciplines for which the State  
15 Board of Education has adopted academic content  
16 standards. The instruction shall also be research-based  
17 and provide effective models of professional  
18 development in order to ensure that instructional  
19 personnel increase their skills, at a minimum, in all of the  
20 following:

21 (A) Literacy instruction and assessment for diverse  
22 pupil populations, including instruction in the teaching of  
23 reading that is research-based and consistent with the  
24 balanced, comprehensive strategies required under  
25 Section 44757.

26 (B) English language development and second  
27 language acquisition strategies.

28 (C) Specially designed instruction and assessment in  
29 English.

30 (D) Application of appropriate assessment  
31 instruments to assess language proficiency and utilization  
32 of benchmarks for reclassification of pupils from English  
33 language learners to fully English proficient.

34 (E) Examination of pupil work as a basis for the  
35 alignment of standards, instruction, and assessment.

36 (F) Use of appropriate instructional materials to assist  
37 English language learners to attain academic content  
38 standards.

39 (G) Instructional technology and its integration into  
40 the school curriculum for English language learners.

1 (H) Parent involvement and effective practices for  
2 building partnerships with parents.

3 (f) It is the intent of the Legislature that a local  
4 educational agency or postsecondary institution that  
5 offers an accredited program of professional preparation  
6 consider providing partial and proportional credit toward  
7 satisfaction of the course requirements to an enrolled  
8 candidate who satisfactorily completes a California  
9 English Language Development Institute program if the  
10 program has been certified by the Commission on  
11 Teacher Credentialing as meeting preparation standards.

12 (g) Nothing in this section shall be construed to  
13 prohibit a team member from attending an institute  
14 authorized by this section in more than one academic  
15 year.

16 (h) This section shall not apply to the University of  
17 California unless and until the Regents of the University  
18 of California act, by resolution, to make it applicable.

19 *SEC. 3.* Article 5.7 (commencing with Section 44309)  
20 is added to Chapter 2 of Part 25 of the Education Code,  
21 to read:

22  
23 Article 5.7. Telecommunications-Based Professional  
24 Development Pilot Project for Teachers in Hard to  
25 Staff Schools  
26

27 44309. (a) The Los Angeles County Office of  
28 Education ~~shall~~ *may* design and implement a one-year  
29 telecommunications-based pilot project for the purpose  
30 of offering an intensive professional growth program for  
31 teachers in hard to staff schools.

32 (b) The pilot project shall demonstrate the efficacy of  
33 using an interactive, online, telecommunications-based  
34 learning model that supports the professional  
35 development component of the Beginning Teacher  
36 Support and Assessment Program set forth in Article 4.5  
37 (commencing with Section 44279.1) and the California  
38 Pre-Internship Teaching Program set forth in Article 5.6  
39 (commencing with Section 44305).



1 (c) The pilot project shall use the technologies of  
2 telecommunications-based distance learning, satellites  
3 for showing promising practices and overcoming time  
4 and space barriers, and videoconferencing for interactive  
5 group work and materials sharing.

6 (d) First-year and second-year elementary school  
7 teachers who are currently employed in a hard to staff  
8 school and eligible to participate in the Beginning  
9 Teacher Support and Assessment Program set forth in  
10 Article 4.5 (commencing with Section 44279.1) or the  
11 California Pre-Internship Teaching Program set forth in  
12 Article 5.6 (commencing with Section 44305) are eligible  
13 to apply to participate in the pilot project, for which they  
14 shall receive academic credit *towards a preliminary*  
15 *teaching credential*.

16 (e) The Los Angeles County Office of Education, in  
17 partnership with the California State University system,  
18 shall develop the content of the professional  
19 development offered by the pilot project, which shall be  
20 aligned with the California Standards for the Teaching  
21 Profession *and the academic content standards for*  
22 *kindergarten and grades 1 to 12, inclusive*.

23 (f) The Los Angeles County Office of Education shall  
24 contract for an independent extensive evaluation of the  
25 pilot project to determine the extent to which the project  
26 helped to retain participants in the teaching profession,  
27 reduced costs of providing *core content based*  
28 professional development to new teachers assigned to  
29 hard to staff schools, improved the classroom  
30 management skills of new teachers, and improved pupil  
31 learning. The Los Angeles County Office of Education  
32 shall submit a report of the evaluation to the Legislature  
33 before continuing or expanding the program.

34 (g) For purposes of this article, a “hard to staff school”  
35 is a school in which 20 percent or more of the teachers  
36 assigned to provide instructional services at the school are  
37 serving under an internship credential, emergency  
38 permit, or waiver granted by the Commission on Teacher  
39 Credentialing or have served less than two years.

1 (h) This article shall remain in effect only until  
2 January 1, 2003, and as of that date is repealed, unless a  
3 later enacted statute, that is enacted before January 1,  
4 2003, deletes or extends that date.

5 ~~SEC. 3. No reimbursement is required by this act~~  
6 ~~pursuant to Section 6 of Article XIII B of the California~~  
7 ~~Constitution because the only costs that may be incurred~~  
8 ~~by a local agency or school district are the result of a~~  
9 ~~program for which legislative authority was requested by~~  
10 ~~that local agency or school district, within the meaning of~~  
11 ~~Section 17556 of the Government Code and Section 6 of~~  
12 ~~Article XIII B of the California Constitution.~~

13 *SEC. 4. Section 99220 of the Education Code is*  
14 *amended to read:*

15 99220. The Regents of the University of California are  
16 requested to jointly develop with the Trustees of  
17 California State University and the independent colleges  
18 and universities, the California Reading Professional  
19 Development Institutes, to be administered by the  
20 university, in partnership with the California State  
21 University and with private, independent universities in  
22 California, in accordance with all of the following criteria:

23 (a) (1) In June 1999, the University of California and  
24 its institutes' partners shall commence instruction for  
25 6,000 participants who either provide direct instruction in  
26 reading to pupils in kindergarten or in grade 1, 2, or 3, or  
27 who supervise beginning teachers of reading.  
28 Commencing in July 2000, the institutes shall provide  
29 instruction for an additional 14,000 participants who  
30 either provide direct instruction in reading to pupils,  
31 including special education pupils, in prekindergarten,  
32 kindergarten or in grade 1, 2, or 3, or supervise beginning  
33 teachers of reading. Of the 14,000 new positions, at least  
34 2,000 shall be reserved for prekindergarten teachers who  
35 teach in state preschool programs located in the  
36 attendance area of low-performing schools in order to  
37 link prekindergarten literacy development and reading  
38 readiness to the state's reading goals for pupils enrolled  
39 in kindergarten and grades 1 to 3, inclusive. If there are  
40 not enough applicants to fill the 2,000 positions, the

1 remaining positions may be filled by teachers of pupils  
2 enrolled in kindergarten or any of grades 1 to 3, inclusive.

3 (2) Ongoing support for second-year participants shall  
4 include a second-year institute focusing on the use of  
5 instructional materials, leveraging of school district  
6 resources, and the development of teacher leadership  
7 within the school district to improve pupil achievement  
8 in reading.

9 (b) (1) The institutes shall provide instruction for  
10 school teams from each participating school. These school  
11 teams may include both beginning and experienced  
12 teachers and the schoolsite administrator, with the  
13 majority of the team composed of beginning teachers.

14 (2) Criteria and priority for selection of participating  
15 school teams shall include, but not necessarily be limited  
16 to, all of the following:

17 (A) Schools whose pupils' reading scores are at or  
18 below the 40th percentile on the reading portion of the  
19 achievement test authorized by Section 60640.

20 (B) Schools with a high number of beginning and  
21 noncredentialed teachers.

22 (C) Schools with high poverty levels, as determined by  
23 the percentage of pupils eligible for free or reduced price  
24 meals.

25 (D) Schools with a full complement of team members  
26 as outlined above.

27 (E) School teams committed to participate in the  
28 Elementary School Intensive Reading Program  
29 established pursuant to Article 1 (commencing with  
30 Section 53025) of Chapter 16 of Part 28 for a minimum of  
31 three years.

32 (F) Schools that have adopted standards-based  
33 materials approved by the State Board of Education.

34 (3) In any fiscal year, if funding is inadequate to  
35 accommodate the participation of all eligible school  
36 teams, first priority shall be given to schools meeting the  
37 criteria set forth in subparagraph (B) of paragraph (2).

38 (c) (1) The institutes shall provide instruction in the  
39 teaching of reading in a manner consistent with the  
40 standard for a comprehensive reading instruction

1 program that is research-based, as described in  
2 subparagraphs (A) and (B) of paragraph (4) of  
3 subdivision (b) of Section 44259, and shall include all of  
4 the following components:

5 (A) The study of organized, systematic, explicit skills  
6 including phonemic awareness, direct, systematic  
7 explicit phonics, and decoding skills.

8 (B) A strong literature, language and comprehension  
9 component with a balance of oral and written language.

10 (C) Ongoing diagnostic techniques that inform  
11 teaching and assessment.

12 (D) Early intervention techniques.

13 (2) Instruction provided pursuant to this section shall  
14 be consistent with state-adopted academic content  
15 standards and with the curriculum framework on  
16 reading/language arts adopted by the State Board of  
17 Education.

18 (d) (1) Each participant who satisfactorily completes  
19 an institute authorized by this section shall receive a  
20 stipend, commensurate with the duration of the institute,  
21 of not less than one thousand dollars (\$1,000) nor more  
22 than two thousand dollars (\$2,000), as determined by the  
23 University of California.

24 (2) A participant in an institute authorized by this  
25 section who satisfactorily completes additional institute  
26 activities or leadership and mentoring responsibilities in  
27 his or her school in subsequent years in accordance with  
28 institute guidelines shall receive a stipend,  
29 commensurate with the participant's responsibilities, of  
30 not less than five hundred dollars (\$500) and not more  
31 than two thousand dollars (\$2,000), as determined by the  
32 University of California. It is the intent of the Legislature  
33 that stipends paid to participants under this paragraph  
34 average approximately one thousand dollars (\$1,000) per  
35 stipend recipient per year.

36 (e) In order to provide maximum access, the institutes  
37 shall be offered—~~on~~ *through* multiple university and  
38 college campuses that are widely distributed throughout  
39 the state *or in a regionally accredited program offered*  
40 *through instructor-led, interactive online courses. In*

1 *order to maximize access to teachers and administrators*  
2 *who may be precluded from participating in an onsite*  
3 *institute due to geographical, physical, or time*  
4 *constraints, each institute shall be required to*  
5 *accommodate at least 5 percent of the participants*  
6 *through state-approved instructor-led, interactive online*  
7 *courses.* Instruction at the institutes shall consist of an  
8 intensive, sustained training period of no less than 40  
9 hours nor more than 120 hours during the summer or  
10 during an intersession break *or an equivalent*  
11 *instructor-led, online course,* and shall be supplemented,  
12 during the following school year, with no fewer than 80  
13 additional hours nor more than 120 additional hours of  
14 instruction and schoolsite meetings, held on at least a  
15 monthly basis, to focus on the academic progress of that  
16 school's pupils in reading.

17 (f) It is the intent of the Legislature that a local  
18 education agency or postsecondary institution that offers  
19 an accredited program of professional preparation  
20 consider providing partial and proportional credit toward  
21 satisfaction of reading course requirements to an enrolled  
22 candidate who satisfactorily completes a California  
23 Reading Professional Development Institute program if  
24 the institute has been certified by the Commission on  
25 Teacher Credentialing as meeting reading preparation  
26 standards.

27 (g) Nothing in this section shall be construed to  
28 prohibit a participant from attending an institute  
29 authorized by this section in more than one academic  
30 year.

31 (h) "Beginning teachers," for purposes of this article,  
32 are teachers with three or fewer years of teaching  
33 experience.

34 *SEC. 5. Section 99221 of the Education Code is*  
35 *amended to read:*

36 99221. The Regents of the University of California are  
37 requested to develop jointly with the Trustees of the  
38 California State University and the independent colleges  
39 and universities, the High School English Professional  
40 Development Institutes, to be administered by the

1 university, in partnership with the California State  
2 University and with private, independent universities in  
3 California, in accordance with all of the following criteria:

4 (a) In July 2000, the University of California and its  
5 institutes' partners shall commence instruction for 12,000  
6 participants who either provide direct instruction in  
7 reading and writing to California public high school  
8 pupils in grades 9 to 12, inclusive, or supervise beginning  
9 teachers of high school reading and writing.

10 (b) (1) The institutes shall provide instruction for  
11 school teams from each participating school. These school  
12 teams may include both beginning and experienced  
13 teachers and the schoolsite administrator.

14 (2) Criteria and priority for selection of participating  
15 school teams shall include, but is not limited to, all of the  
16 following:

17 (A) Schools whose pupils' scores on the English  
18 language arts portion of the achievement test authorized  
19 by Section 60640 are at or below the 40th percentile.

20 (B) Teams composed of a large percentage of the  
21 members of their schools' English departments, which  
22 may include the chair of that department.

23 (C) Schools with high poverty levels, as determined by  
24 the percentage of pupils eligible for free or reduced price  
25 meals.

26 (D) Teams of teachers from various departments  
27 within a school.

28 (E) Schools with a high number of beginning and  
29 noncredentialed teachers.

30 (F) Schools that have adopted standards-based  
31 materials approved by the State Board of Education.

32 (3) In any fiscal year, if funding is inadequate to  
33 accommodate the participation of all eligible school  
34 teams, first priority shall be given to schools meeting the  
35 criteria set forth in subparagraph (E) of paragraph (2).

36 (c) (1) The institutes shall provide instruction in the  
37 teaching of reading and writing in a manner consistent  
38 with the standard for a comprehensive reading and  
39 writing instruction program that is research-based, as

1 described in subparagraphs (A) and (B) of paragraph (4)  
2 of subdivision (b) of Section 44259.

3 (2) Instruction provided pursuant to this section shall  
4 be consistent with state-adopted academic content  
5 standards and with the curriculum frameworks on  
6 reading/language arts for kindergarten and grades 1 to  
7 12, inclusive, that are adopted by the State Board of  
8 Education.

9 (d) In order to provide maximum access, the institutes  
10 shall be offered—~~on~~ *through* multiple university and  
11 college campuses that are widely distributed throughout  
12 the state *or in a regionally accredited program offered*  
13 *through instructor-led, interactive online courses. In*  
14 *order to maximize access to teachers and administrators*  
15 *who may be precluded from participating in an onsite*  
16 *institute due to geographical, physical, or time*  
17 *constraints, each institute shall be required to*  
18 *accommodate at least 5 percent of the participants*  
19 *through state-approved instructor-led, interactive online*  
20 *courses. Instruction at the institutes shall consist of an*  
21 intensive, sustained training period of no less than 40  
22 hours nor more than 120 hours during the summer or  
23 during an intersession break *or an equivalent*  
24 *instructor-led, online course* and shall be supplemented,  
25 during the following school year, with no fewer than 80  
26 additional hours nor more than 120 additional hours of  
27 instruction and schoolsite meetings, held on at least a  
28 monthly basis, to focus on the academic progress of that  
29 school's pupils in English language arts.

30 (e) It is the intent of the Legislature that a local  
31 education agency or postsecondary institution that offers  
32 an accredited program of professional preparation  
33 consider providing partial and proportional credit toward  
34 satisfaction of English language arts requirements to an  
35 enrolled candidate who satisfactorily completes a High  
36 School English Professional Development Institute if the  
37 institute has been certified by the Commission on  
38 Teacher Credentialing as meeting English language arts  
39 standards.



1     *SEC. 6. Section 99222 of the Education Code is*  
2     *amended to read:*

3     99222. The Regents of the University of California are  
4     requested to develop jointly with the Trustees of  
5     California State University and the independent colleges  
6     and universities, the High School Mathematics  
7     Professional Development Institutes, to be administered  
8     by the university, in partnership with the California State  
9     University and with private, independent universities in  
10    California, in accordance with all of the following criteria:

11    (a) In July 2000, the University of California and its  
12    institutes' partners shall commence instruction for 5,500  
13    participants who either provide direct instruction in  
14    mathematics to California public high school pupils in  
15    grades 9 to 12, inclusive, or supervise beginning teachers  
16    of high school mathematics.

17    (b) (1) The institutes shall provide instruction for  
18    school teams from each participating school. The school  
19    teams may include both beginning and experienced  
20    teachers and the schoolsite administrator.

21    (2) Criteria and priority for selection of participating  
22    school teams shall include, but not necessarily be limited  
23    to, all of the following:

24    (A) Schools whose pupils' scores on the mathematics  
25    portion of the achievement test authorized by Section  
26    60640 are at or below the 40th percentile.

27    (B) Teams composed of a large percentage of  
28    members of their schools' mathematics departments,  
29    which may include the chair of that department.

30    (C) Schools with high poverty levels, as determined by  
31    the percentage of pupils eligible for free or reduced price  
32    meals.

33    (D) Schools with a high number of beginning and  
34    noncredentialed teachers.

35    (E) Schools that have adopted standards-based  
36    materials approved by the State Board of Education.

37    (3) In any fiscal year, if funding is inadequate to  
38    accommodate the participation of all eligible school  
39    teams, first priority shall be given to schools meeting the  
40    criteria set forth in subparagraph (D) of paragraph (2).





(c) (1) The institutes shall provide instruction in the teaching of mathematics in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based and shall include all of the following components:

(A) Instruction in topics commonly found in high school mathematics courses, including, but not limited to, geometry, algebra II, trigonometry, and calculus, that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850 and to prepare pupils for advanced placement and college coursework.

(B) Ongoing diagnostic techniques that inform teaching and assessment.

(C) Early intervention techniques for pupils experiencing difficulty in mathematics.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(d) In order to provide maximum access, the institutes shall be offered—~~on~~ *through* multiple university and college campuses that are widely distributed throughout the state *or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses.* Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during an intersession break *or an equivalent instructor-led, online course* and shall be supplemented, during the following school year, with no fewer than 80

1 additional hours nor more than 120 additional hours of  
2 instruction and schoolsite meetings, held on at least a  
3 monthly basis, to focus on the academic progress of that  
4 school's pupils in mathematics.

5 (e) It is the intent of the Legislature that a local  
6 education agency or postsecondary institution that offers  
7 an accredited program of professional preparation  
8 consider providing partial and proportional credit toward  
9 satisfaction of mathematics course requirements to an  
10 enrolled candidate who satisfactorily completes a High  
11 School Mathematics Professional Development Institute  
12 if the institute has been certified by the Commission on  
13 Teacher Credentialing as meeting mathematics  
14 standards.

15 *SEC. 7. Section 99224 of the Education Code is*  
16 *amended to read:*

17 99224. The Regents of the University of California are  
18 requested to develop jointly with the Trustees of the  
19 California State University and the independent colleges  
20 and universities, the Algebra Professional Development  
21 Institutes, to be administered by the university, in  
22 partnership with the California State University and with  
23 private, independent universities in California, in  
24 accordance with all of the following criteria:

25 (a) In July 2000, the University of California and its  
26 institutes' partners shall commence instruction for 5,000  
27 participants who either provide direct instruction in  
28 algebra or the coursework in the two years leading to  
29 algebra to pupils enrolled in a public school in grades 6 to  
30 12, inclusive, or supervise beginning teachers of algebra.

31 (b) (1) The institutes shall provide instruction for  
32 school teams from each participating school. These school  
33 teams may include both beginning and experienced  
34 teachers and the schoolsite administrator.

35 (2) Criteria and priority for selection of participating  
36 school teams shall include, but not necessarily be limited  
37 to, all of the following:

38 (A) Schools whose pupils' scores on the mathematics  
39 portion of the achievement examination authorized by  
40 Section 60640 are at or below the 40th percentile.



(B) Teams composed of a large percentage of members of their schools' mathematics departments, which may include the chair of that department.

(C) Schools with high poverty levels, as determined by the percentage of pupils eligible for free or reduced price meals.

(D) Schools with a high number of beginning and noncredentialed teachers.

(E) Schools that have adopted standards-based materials approved by the State Board of Education.

(3) In any fiscal year, if funding is inadequate to accommodate the participation of all eligible school teams, first priority shall be given to schools meeting the criteria set forth in subparagraph (D) of paragraph (2).

(c) (1) The institutes shall provide instruction in the teaching of prealgebra and algebra in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based, and shall include all of the following components:

(A) Instruction in prealgebra and algebra that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850.

(B) Ongoing diagnostic techniques that inform teaching and assessment.

(C) Intervention techniques for pupils experiencing difficulty in prealgebra and algebra.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(d) In order to provide maximum access, the institutes shall be offered—~~on~~ *through* multiple university and college campuses that are widely distributed throughout the state *or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators*

1 *who may be precluded from participating in an onsite*  
2 *institute due to geographical, physical, or time*  
3 *constraints, each institute shall be required to*  
4 *accommodate at least 5 percent of the participants*  
5 *through state-approved instructor-led, interactive online*  
6 *courses.* Instruction at the institutes shall consist of an  
7 intensive, sustained training period of no less than 40  
8 hours nor more than 120 hours during the summer or  
9 during an intersession break *or an equivalent*  
10 *instructor-led, online course* and shall be supplemented,  
11 during the following school year, with no fewer than 80  
12 additional hours nor more than 120 additional hours of  
13 instruction and schoolsite meetings, held on at least a  
14 monthly basis, to focus on the academic progress of that  
15 school's pupils in prealgebra and algebra.

16 (e) It is the intent of the Legislature that a local  
17 education agency or postsecondary institution that offers  
18 an accredited program of professional preparation  
19 consider providing partial and proportional credit toward  
20 satisfaction of mathematics course requirements to an  
21 enrolled candidate who satisfactorily completes a High  
22 School Algebra Professional Development Institute if the  
23 institute has been certified by the Commission on  
24 Teacher Credentialing as meeting mathematics  
25 standards.

26 *SEC. 8. Section 99225 of the Education Code is*  
27 *amended to read:*

28 99225. The Regents of the University of California are  
29 requested to develop collaboratively with the Trustees of  
30 the California State University, the independent colleges  
31 and universities, and the county offices of education, the  
32 Elementary Mathematics Professional Development  
33 Institutes, to be administered by the university, in  
34 partnership with the California State University and with  
35 private, independent universities in California, in  
36 accordance with all of the following criteria:

37 (a) In July 2000, the University of California and its  
38 institutes' partners shall commence instruction for 5,000  
39 participants who either provide direct instruction in  
40 elementary mathematics to pupils in grades 4 to 6,

1 inclusive, or supervise beginning teachers of elementary  
2 mathematics.

3 (b) (1) The institutes shall provide instruction for  
4 school teams from each participating school. These school  
5 teams may include both beginning and experienced  
6 teachers and the schoolsite administrator.

7 (2) Criteria and priority for selection of participating  
8 school teams shall include, but not necessarily be limited  
9 to, all of the following:

10 (A) Schools whose pupils' scores on the mathematics  
11 portion of the achievement test authorized by Section  
12 60640 are at or below the 40th percentile.

13 (B) Schools with high poverty levels, as determined by  
14 the percentage of pupils eligible for free or reduced price  
15 meals.

16 (C) Schools with a high number of beginning and  
17 noncredentialed teachers.

18 (D) Schools that have adopted standards-based  
19 materials approved by the State Board of Education.

20 (3) In any fiscal year, if funding is inadequate to  
21 accommodate the participation of all eligible school  
22 teams, first priority shall be given to schools meeting the  
23 criteria set forth in subparagraph (C) of paragraph (2).

24 (c) (1) The institutes shall provide instruction in the  
25 teaching of elementary mathematics in a manner  
26 consistent with the standard for a comprehensive  
27 mathematics instruction program that is research-based,  
28 and shall include all of the following components:

29 (A) Instruction in elementary mathematics that will  
30 enhance the ability of teachers to prepare pupils for the  
31 achievement test authorized pursuant to Section 60640  
32 and the high school exit examination authorized pursuant  
33 to Section 60850.

34 (B) Instruction that will prepare teachers as  
35 mathematics specialists and to become teacher trainers at  
36 their schools, assuming more of the responsibility for  
37 mathematics instruction.

38 (C) Ongoing diagnostic techniques that inform  
39 teaching and assessment.

1 (D) Early and continuing intervention techniques for  
2 pupils experiencing difficulty in elementary  
3 mathematics.

4 (2) Instruction provided pursuant to this section shall  
5 be consistent with state-adopted academic content  
6 standards and with the curriculum frameworks on  
7 mathematics for kindergarten and grades 1 to 12,  
8 inclusive, that are adopted by the State Board of  
9 Education.

10 (d) In order to provide maximum access, the institutes  
11 shall be offered—~~on~~ *through* multiple university and  
12 college campuses that are widely distributed throughout  
13 the state *or in a regionally accredited program offered*  
14 *through instructor-led, interactive online courses. In*  
15 *order to maximize access to teachers and administrators*  
16 *who may be precluded from participating in an onsite*  
17 *institute due to geographical, physical, or time*  
18 *constraints, each institute shall be required to*  
19 *accommodate at least 5 percent of the participants*  
20 *through state-approved instructor-led, interactive online*  
21 *courses. Instruction at the institutes shall consist of an*  
22 *intensive, sustained training period of no less than 40*  
23 *hours nor more than 120 hours during the summer or*  
24 *during an intersession break or an equivalent*  
25 *instructor-led, online course, and shall be supplemented,*  
26 *during the following school year, with no fewer than 40*  
27 *additional hours nor more than 120 additional hours of*  
28 *instruction and schoolsite meetings, held on at least a*  
29 *monthly basis, to focus on the academic progress of that*  
30 *school's pupils in elementary mathematics.*

31 (e) It is the intent of the Legislature that a local  
32 education agency or postsecondary institution that offers  
33 an accredited program of professional preparation  
34 consider providing partial and proportional credit toward  
35 satisfaction of mathematics course requirements to an  
36 enrolled candidate who satisfactorily completes an  
37 Algebra Professional Development Institute if the  
38 institute has been certified by the Commission on  
39 Teacher Credentialing as meeting mathematics  
40 standards.

1 SEC. 9. Section 99225.5 of the Education Code is  
2 amended to read:

3 99225.5. ~~The~~ In addition to providing the Legislature  
4 with quarterly enrollment and completion reports, the  
5 University of California and its partners in administering  
6 professional development institutes under this article  
7 shall annually contract for an independent evaluation of  
8 the professional development institutes authorized by  
9 Sections 406, 99220, 99221, 99222, 99224, and 99225. The  
10 results of this evaluation shall be reported, in writing, to  
11 the Legislature no later than January 1, 2002, and annually  
12 thereafter.

13 SEC. 10. The sum of one million dollars (\$1,000,000)  
14 is hereby appropriated from the General Fund to the Los  
15 Angeles County Office of Education to implement  
16 Article 5.7 (commencing with Section 44309) of Chapter  
17 2 of Part 25 of the Education Code.

